MEETING THE EMOTIONAL NEEDS OF THE JUNIOR PRIMARY CHILD OF HILLSBOROUGH COUNTY

HANNAH PEACOCK CUNNINGHAM

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A THESIS

Meeting the Emotional Needs of the Junior Primary Child of Hillsborough County, Tampa, Florida

By

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Written Under the Direction of

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(Statement of Acceptance of Reading Committee)

The undersigned members of the reading committee of Hannah Peacock Cunningham have examined her thesis MEETING THE EMOTIONAL NEEDS OF THE JUNIOR PRIMARY CHILD and recommend its acceptance.

Dr. Clarence L. Murray, Advisor

Representative of the Graduate Committee

Date of submission to the Chairman of the Graduate Committee

ACKNOWLEDGMENTS

In her early years of teaching the writer became interested in meeting the emotional needs of the Junior Primary children through the activity program. Down through the years of experience and study this interest has grown, developed, and culminated in the thesis herewith presented.

Acknowledgment is extended to Dr. Clarence Murray, advisor, who so ably assisted and counselled with the writer in the study.

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CHAPTER I

DETERMINING THE PROBLEM

STATEMENT OF THE PROBLEM.

The problem in this investigation is to study the causes for the emotional maladjustments of the Junior Primary Child and to make recommendations for the emotional adjustments through classroom activities that provide situations for the development of the whole child. "When a child's thoughts are occupied with emotional doubts and problems, it is impossible for him to give attention to reading or any other learning process. Until emotional difficulties are cleared up for a child, he cannot achieve the level of his true ability."[1]

DEFINITION OF TERMS.

The Junior Primary Plan of Hillsborough County is concerned with the first two or three years of a beginning child's school life, depending upon his individual rate of progress. The child who comes to school physically, mentally, and emotionally ready to learn progresses through the Junior Primary in two years. The immature child who needs a longer readiness period may take three years to complete the Junior Primary.

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1. Katherine E. D'Evelyn, Individual Parent-Teacher Conferences. p. 27.

Thus he is better prepared for the third grade level of work. "No two individuals are alike. Every child is a separate individual and must be respected as such."[2]

It is important for the parents to know that it is an opportunity and a privilege for the child to remain in Junior Primary for the third year. In no way is failure to be attached to it.

DELIMITATIONS.

This study will be delimited to Junior Primary children with heterogeneous abilities as found in the average Junior Primary class.

Exceptional children who need placement in a special class will not be considered in this discussion.

Those children included in this group consist of:

The child with the low intelligence quotient (seventy or below) who would need instruction in the special class for mentally retarded children.

The child with partial or total loss of hearing who should receive individual training in the lip-reading class.

The child with partial loss of eye-sight who should be placed in the sight-saving class where he would receive

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2. Mary Sue White, "Educating the Exceptional Child." The National Elementary Principal. February, 1948. p. 40.

the necessary care and attention he needs.

The child with a physical handicap who would need special help in the physically handicapped class.

The child with a handicap due to cerebral palsy who should be placed in the class for cerebral palsied children.

The ages of the children to be considered will range from five and one-half years to nine years as determined by the beginning age established by the Florida State Law, and the possible three year period a child may spend in the Junior Primary, as specified in the Junior Primary Guide of Hillsborough County.

Guidance in this research will be concerned with channeling the child toward participation in the classroom activities which will promote satisfactory personal-social adjustments.

All of the activities of the Junior Primary will not be considered in this study. Only those activities that provide opportunities for the child's emotional development will be discussed.

BASIC ASSUMPTIONS.

Each child is born with an individual growth pattern. He differs from all other children in his physical, mental, emotional, and social growth.

Because of differences in heredity and environment of children, there is a wide variance in interests, abilities,

capacities, and aptitudes.

The curriculum should be based upon child needs and planned toward the development of the child physically, mentally, emotionally, and socially.

Each child should have the opportunity to progress at his own rate during the first years of his school life.

Each child should enjoy a sense of security, an awareness of affection, and a feeling of success in all of his Junior Primary experiences.

NEED FOR THE STUDY.

Since the writer was a Junior Primary teacher at the time of the initiation of the Junior Primary in the Tampa schools, and assisted in the development of the plan, she is deeply interested and concerned that it shall be successful in all aspects of its purpose.

The main purpose of the plan is to develop the whole child. While doing this the child will progress with a feeling of security and success. To promote this purpose, the emotional needs of the child must be provided for and the personal-social adjustments made. In this way the child will learn happily. This is the ultimate end toward which every teacher should strive.

"There are many, many children who sit and sit in our American schools today because some educators are so pre-

occupied with lessons, requirements, and their own visionless and lifeless plans that they fail to recognize the relationship between living and learning."[3]

Kilpatrick's principle of learning is an important one for the Junior Primary teacher to keep before her:

"We learn what we live.
We learn it in the degree that we live it.
We do not learn what we do not live.
We live what we have learned."[4]

These two quotations explain why it is important that the environment of the Junior Primary groups be conducive to learning to live.

The basic needs of personality are the urge for success, and the craving for recognition, affection, and security. These needs must be met through purposeful activities at school. It is only in this way that the child will be helped in making satisfactory adjustments in his social world.

INCIDENCE OF THE PROBLEM

The investigator has taught in the first and second grades for fifteen years. Through these years the writer has developed a keen interest in the problem of how to best

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3. Inez Peterson, "We Learn, We Live, We Create." A Monograph on Language Arts. No. 53. May, 1948. p. I.

4. Ibid., p. 3.

meet the individual needs of the children that enter Junior Primary each year. How can teachers best help them to make these emotional adjustments before they become maladjusted personalities? The investigator has found through years of experience, and reading and studying, that they are best met by providing opportunities through activities. These convictions were confirmed in the intensive study carried on in the Hillsborough County Workshops during the summer of 1945 and 1946. For two years the writer participated in the planning of the bulletin Guiding Child Development in the Junior Primary. This bulletin, published in 1947, is now in use in the schools of Hillsborough County.

RELATED LITERATURE.

The investigator has been aided by pertinent articles in the American Childhood Education Magazines, National Education Journals, and Monographs on Language Arts published by the Research Department of Row, Peterson and Company. Other literature that has been used in the study includes books on child development by Arthur Jersild and Daniel Prescott, educational psychologies by James Stroud and Asabel Woodruff, and material on child guidance by Latham Hatcher and Clifford Erickson. Related literature on creative activities of the Junior Primary level gleaned from outstanding articles and guide books are those such as the Junior Primary Manual of Cincinnati, Im-

proved Practice in Florida Elementary Schools, and others.

PERSONAL QUALIFICATIONS.

The writer has had the following educational preparation:

Galena High School, Galena, Maryland; graduate 1924

Maryland State Teachers' College, Towson, Maryland; graduate 1926

Florida Southern College, B.S. 1942. Major in Education

University of Florida, S.S. 1945

University of Florida, Curriculum Workshop, Tampa, 1945 and 1946

Florida Southern College, Graduate courses 1947 and 1948.

PROFESSIONAL EXPERIENCE.

Twenty-one years of experience in the public school system. Eighteen of these years were spent on the primary level of work.

Principal in the elementary field for the past three years.

Twenty of these years were spent in Hillsborough County Schools, Tampa, Florida.

CHAPTER II

NATURE OF MALADJUSTMENTS

"The subject of child behavior has recently taken on a new significance. The relationship of behavior disorders of children to social-pathological problems of the adult is inviting careful attention. The importance of the social and emotional development of children is becoming recognized along with the need for their intellectual and physical training."[5]

When considering the concept of adjustment, it is important to realize that the needs of a student are not determined by some mystical process called development that takes place within an individual quite independent of anything that happens to him in life. The needs of the beginning Junior Primary child are an outcome of his pre-school years of living, eating, sleeping, playing, learning at home, at church, and in the community. The kind of culture in which he lives, as transmitted to a child through his parents and teachers, determines to a large extent what he is, how he behaves, and what he wants.

"The idea that education influences development, that it creates needs as well as satisfies them, seems an important

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5. E. K. Wickman, Childrens' Behavior and Teachers' Attitudes. p. I.

concept to keep in mind in undertaking the task of reorganizing education on the basic needs of children."[6]

In meeting the needs of a particular child, the school must be concerned with the child as a whole. There are many needs which children have in common. The general objectives of education should be the same for all children, but the extent to which these objectives can be attained and the ways of attaining them will depend upon the capacities, interest, past experiences, environment, physical conditions, intellectual growth, and personality adjustment of the individual child. Not only do individuals differ from one another, but they also vary within themselves.

Some of the major causes of maladjustment result from attempts to satisfy desires in a socially acceptable manner.

The first of these is the desire for security. This means freedom from physical want, a sense of possession, and release from worry and anxiety. Every child needs to feel that he is wanted in his home, school, and community. He needs to feel that someone cares and is really interested in his welfare. He must feel that he belongs to the group and is wanted.[7]

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6. Lois Meek, The Personal-Social Development of Boys and Girls. p. 115.

7. Herbert A. Carrol, Mental Adjustment. p. 37.

The second desire is the desire for response. The wish for response is the wish for love and fellowship. This is a craving for sympathy, affection, intimacy, and a deeper understanding of oneself. Everyone wants and appreciates friends with whom he can share his achievements and woes. While there are wide differences in individuals with respect to this urge, all normal children experience it. Some children desire response more strongly than do others, but everyone experiences this need every day. Children must receive their due share of attention and recognition. The amount depends upon the need of the individual child. Too much attention or too little attention may cause a maladjusted personality.

The next desire is the desire for recognition or prestige. There is the craving for recognition, approval, and admiration. This desire is more dependent for its satisfaction upon the attitude of others than upon one's own feeling of achievement. Desire for some kind of recognition is foremost in all our efforts. Every child craves to stand out in some way from those around him. Children often seek recognition by being naughty. The temper tantrum is one of the common methods adopted by the child who feels that he is not getting sufficient attention. Delinquency, boasting, bullying, cruelty, and tyranny are frequently the methods employed for satisfying the urge for recognition.[8]

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8. Leslie B. Hohman, As The Twig Is Bent. p. 175.

The fourth desire to be considered is the one for new experience or stimulation. This is the urge for adventure, new scenes and experiences, joyous activity, and a change from monotony, dullness, and routine. This desire is strongest in children who are striving to gain security. It implies motion, action, instability, and progress. Maladjustment is always an inadequate response to a present difficulty. The child who is defending himself feels inadequate to overcome the difficulty which confronts him, but he does not want to admit even to himself that he is inferior to others. He is apt to be quarrelsome, aggressive, and over-confident in manner in order to convince himself and others of the inadequacy which he feels.

The child may withdraw from a situation rather than attempt to defend himself against it. This may take the form of obstinancy, absent-mindness, shyness, timidity, or retrogression. This may be displayed in the frequent resort to tears, the temper tantrum, and homesickness. Day dreaming or phantasy is another mechanism or withdrawal. It causes the dull pupil to be inattentive at school, and the bright pupil to be bored or to amuse himself by day dreams.

The last to be considered is the desire for a feeling of success. This is the urge for success, achievement, mastery, and the desire to avoid failure, frustration, and disappointment. This feeling is so closely tied up with human nature that the school cannot afford to neglect it. Teachers need

to have a sympathetic, helpful attitude toward children. Emotional tension which results from trying to get the child to do tasks he is not capable of doing should be avoided. The teacher should use praise, encouragement, stimulation, and pupil-self-criticism rather than harsh criticism, sarcasm, blame, scolding, or nagging. "Leadership, not authority, is the basis of teacher action. There is a demonstrated awareness that what the school does to the learner is more important than the achievement of the individual in academic mastery. The worth of procedures must be determined by their effects upon the learner." [9]

The administrative and supervisory practices of the school are closely related to the basic wants of children.

The first of these to be discussed is marks and promotions. Pupils are admitted to school at the age of six, regardless of mental ability, achievement, or physical maturity. The first year in school discloses many differences in pupils in native capacity, interests, emotions, health, social maturity, and achievement. To provide for these differences in the Junior Primary there are no specific standards geared to time limits set up for group achievements. This means that there are no failures, that the child is progressing at his individual rate. There are no marks, as such, sent home on the child's report card, but notes are sent to the parents telling of the child's progress in the various areas of development.

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9. Floyd B. Peters, "Distinctive Characteristics Of A Modern School." The National Elementary Principal. June, 1948. p. 47.

Of equal importance with the marking system and promotion is the matter of discipline. The Junior Primary theory of discipline suggests the idea of self-discipline and aims to help pupils become responsible for their own conduct. This allows for the natural expression of children and suggests an environment in keeping with the facts revealed to us in psychology of child development.

In Junior Primary the basic urges and needs of children are taken into consideration. An effort is made to develop a feeling of security within the child. Children should feel that they belong and that their presence in school is recognized. Consideration is also given to the need for social recognition and approval. Children are encouraged to share in the aims, ideals, and activities of the social groups to which they belong. Achievement and success become satisfying experiences through recognition and approval.

During the American Childhood Education Study Conference for teachers held in April, 1948, at St. Louis, Missouri, Willard E. Goslin, former Superintendent of Schools in Minneapolis, Minnesota, tells this little story to emphasize the need for more democratic policies in our schools. The story concerns a small child entering school for the first time. Upon arriving home from his first day at school, the child was heard to say, "Mother, I don't think I'm going to like school." "Why?" asked the mother. "Because," said the child, "I can't read, I can't write, and now, I can't talk."

The meaning behind this story can be clearly understood, and the investigator has seen evidences of this kind of situation. The Junior Primary is attempting to provide opportunities for freedom of expression, sharing of experiences, and creativeness in activities. It seems dangerous to suppress these emotional needs. They must be met in ways that are satisfying to the child.

CHAPTER III

FACTORS INVOLVED IN PROMOTING THE GROWTH OF PERSONALITY

"Well-adjusted personality is our true goal in education."[10] Every parent wants his child to have an attractive personality and to be successful in his activities.

Personality emphasizes the growth and behavior of the child. The characteristics which it involves are of a physical, mental, social, and emotional nature. Each of these traits is closely related to the other, and so the teacher must understand the whole child in order to understand how he achieves and how he behaves. Since personality is the whole child in action, it is the teacher's responsibility to be aware of all possible influences when she studies or guides the child. She should look to all areas for the evaluation of child growth.

Until recently the problem of emotional development was considered a matter to be cared for by the home. The increasing number of personality problems in the schools has made it necessary that attention be directed to their needs. "In the American sense of values, the individual has intrinsic worth. Education is obligated to develop the potentialities of each

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10. Ruth E. Oaks, "Put Promotion In Its Place." Childhood Education. November, 1946. p. 134.

child, not only for the benefits which come to the individual himself, but also for the benefits to society."[11]

Guidance is regarded as a necessary part of the Junior Primary groups. The classroom teacher is the key person in the situation. There must be close guidance throughout the whole program of activities. Individual differences in the needs, interests, and abilities of children indicate the nature and amount of guidance needed. The program for each child should be determined by his individual capacities and limitations. The school cannot assume responsibility for all aspects of a child's growth, but wholesome personality development of children is one of the schools' most important objectives. For this reason good teachers are giving much thought and effort to the study of children. They are concerned with the causes of emotional problems that bring about personality maladjustments. Better understandings of child behavior develop from these studies. Through parent and teacher cooperation many maladjustments of personality are being prevented and others are being corrected.

There is not much that can be taught children about personality development. There is much that can be learned however. This learning takes place as children have experiences provided that meet their needs. Everything a child

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11. Montgomery County Schools. Of The Children. p.33.

experiences in or out of school effects his personality in some degree.

The first factor to be considered as contributing to the development of the personality of the child is his physical growth. Although most children follow a fairly definite growth pattern, it must be kept in mind that both rate and pattern can be affected to some degree by the food the child eats, by the rest he gets, and the total environment in which he lives. "There is evidence of the effects of poor nutrition on European children following World War I noted in the growth and intellectual alertness of children."[12] The same result will likely follow the food shortage there during and after World War II.

Children differ in the rate of their physical development. These differences often create problems affecting personality development. Boys who are shorter than their friends or girls who are taller may feel these differences keenly. The plumpness of some or the thinness of others often brings humiliation to children.

It is recognized that some intellectually fast growing children have also the physical growth and social maturity to enter school at five and one-half years of age. Other children of the same chronological and mental age will be quite unable physically or socially to hold their own with other Junior Primary children. This is an important justification for the Junior

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12. Marion E. Breckenridge and E. Lee Vincent, Child Development. p. 10.

Primary plan. The children who are slower in developing physically or socially are given a longer period of time with enriched experiences to help them develop and mature. They have this privilege with no stigma of failure attached to it.

Sometimes there are differences in the rate of growth of the various parts of the organism. These inequalities cause problems, too. Some children do not attain emotional control comparable to that of other members of the class, and so suffer chagrin because of outbursts of temper, crying, or resentment of criticism. Sometimes the mental ability of the child develops faster than that of other children of his group, thus making the child critical of his companions the same age. Children who do not learn to read when others of their group do feel inferior and insecure. Any of these growth results may effect the development of personality. "In dealing with these physical characteristics teachers place emphasis upon the child's assets, thus compensating for his liabilities. This tends to restore to a child confidence in himself."[13]

Another factor influencing a child's personality is his affectional nature. "Deficiences in affection and security in childhood may leave permanent scars on the personality in the form of explosive tempers, grudges, fears, and severe handicaps to the adequate functioning to personality.

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13. Montgomery County Schools. Of The Children. p.37.

On the other hand, if a child's inheritance is good, adequate diet, security in love, good teaching and other favorable circumstances will cause him to flourish in his growth and will result in good health, keen intellect, and a well balanced personality."[14]

A child's affectional nature develops as he responds to situations in which affection has a part. A child's first object of love is his mother, who serves his needs. Later the need for affection from members of his family becomes a necessity to him. This results in a feeling of security. The need for love continues throughout life. It is one of the most positive forces in the development of the personality. This lack of love often results in excessive shyness in the child, attachment of the child to the teacher for affection, isolation from group contacts, refusal to take part in activities, day dreaming, bullying, bragging, or showing off. The school and home share responsibility for providing experiences which are helpful. The teacher gives the child responsibilities that make him stand out in the classroom, while the parents and children share experiences at home. Parents visit the school to show interest and affection for the child and the teacher.[15]

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14. Marion E. Breckenridge and E. Lee Vincent, Child Development. p. 10.

15. Montgomery County Schools. Of The Children. p. 37

A third factor in developing the personality of the child is that of socialization. The child may belong to various cultural groups as his family and school groups, the masculine or feminine group, rural or urban group, his religious group and social group.

All of these groups influence the personality of the child as he absorbs their standards and values making them a part of himself. The child thinks and feels only in terms of his own background and training. The standards which he acquires from the cultural groups to which he belongs are the only bases which he has for evaluation of himself and other people. When they enter school children often need help in making adjustments to the cultural groups into which they are thrust.

Another factor at work in the development of personality is that of adjustment. The adjustment the Junior Primary child needs to make are mainly two-fold. The first one to be considered is the adjustment to authority. Authority should be of such kind and such degree that the child can accept it and make it his own. It should lead toward developing the cultural aims of the group through love and respect for the child. As the child grows in self-control, in dependability, and in responsibility for his behavior, external authority is relaxed, and one acts as if the child were on his own authority. "In using authority with children there should be as much democracy

as the growing ego can stand, as much dominance as is necessary, relief from anxiety of punishment and no autocracy at all."[16]

Another important adjustment the child needs to make is to his own limitations. Every child would like to be the first, the brightest,and the best loved in every situation. Early in life he will find that he has limitations which will keep him from attaining that goal. The school should help the child find satisfactory compensations. Through the creative activities of the school, the child will be led to a wise use of his abilities. He will be encouraged to develop within his own limits, to build up a sense of his own adequacy, and to allow others to be superior without feeling inferior himself.

Every child is faced with personal problems and conflicts which have meaning to him alone. These conflicts are concerned with the inner desires of the child and the external demands of the culture. At each stage of growth the child is faced with these conflicts. The behavior which results may take the form of a tantrum, defiance, escape,or deceit. The mental health of the child depends upon his ability to adjust satisfactorily to these conflicts. Day dreaming, fighting, impertinence, hero worship, jealousy, lying,and showing off are indications that the child is trying to harmonize his inner desires with the dictates of the culture.

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16. Nevitt Sanford, "Dominance versus Autocracy." Childhood Education, November, 1946. p. 114.

Good teachers recognize these as symptoms only and they try to help the child in making his adjustments.

"The school is important in the life of a child not only as an educating force, but also, and primarily as a tremendous influence in determining his ability to get along in the world happily. Education in the past has been too much interested in brains and too little in personality."[17]

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17. National Committee for Mental Hygiene, Mental Hygiene in the Classroom. p. 5.

CHAPTER IV

EMOTIONAL DISTURBANCES COMMON TO THE JUNIOR PRIMARY CHILD

The basic foundations for mental health and emotional stability as determined by Woodruff:[18]

1. Physical health.
2. Ability to see one's self realistically and objectively.
3. Ability to use problem solving approach to difficult problems.
4. Adequate social participation and belongingness - a feeling of security.
5. Realistic goals in life - within the possibilities of the individual, and offering adequate creative experiences.
6. Ability to work with others, balancing freedom with self-discipline and responsibility.
7. A growing philosophy of life based on wide acquaintance with the world and acceptance of change as a part of life.
8. A sense of humor.
9. A few close friends in whom vital problems may be confided.

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18. Asahel D. Woodruff, The Psychology Of Teaching. p.131.

It is the responsibility of the school to provide opportunities that will promote development of the child toward these goals for emotional balances.

Understanding the emotional upsets in the development of the Junior Primary child is a problem of great concern of the teacher. The importance of the emotional development of children is becoming recognized along with the need for their intellectual and physical training. Educators are turning serious attention to preparing the child for life. "Emotional adjustment is just as important as intellectual training. The school begins where the home leaves off. Whole-hearted co-operation between these two is quite necessary for the emotional and social development of the child."[19]

The scope of a child's emotional sensitiveness increases from year to year with his interests and the variety of his concerns. It is observed too, that as the child grows older he learns more and more to control his emotions.

> "Conditions that give rise to emotions are co-extensive with life itself. The child's emotions will be aroused if he is bored through lack of challenge or if he is defeated or thwarted by a challenge that exceeds his powers. Emotions may also be aroused if the interest and aspirations he has acquired are threatened or blocked. Emotion may be aroused through the furthering or thwarting of the impulse to actions that arises in connection with the development of a child's powers. Again emotion may be aroused in connection with blocking of efforts to gain recognition and acceptance in dealings with adults and in dealings with other children."[20]

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19. Edith M. Leonard; Lillian E. Miles; Catherine S. Vanderkar, The Child At Home and School. p. 467.

20. Arthur T. Jersild, Child Development and the Curriculum. p. 138.

Fear, the source of needless suffering for many children, may be expressed by the fear of animals, darkness, fire, storms, unusual sounds, certain materials, and people. Fears may be rational in that they may be in response to real possibility of danger which the child recognizes and understands, or they may be irrational in that the fear seems unrealistic or out of proportion to the occasion.

To understand a child's fear it is necessary for the teacher to try to appreciate what the fear means to him. She must recognize and accept the fact that he is afraid. She must discover the cause of the fear and help the child develop an intelligent attitude toward it. She should encourage the child to face the thing he fears. The teacher who helps the child cope with his fears is doing a noble and humane piece of work.

Teachers who continue to think of fear and frustration in terms of the immediate situation, rarely if ever, gain any real insight into the emotions of their pupils. Teachers need to analyze the meaning of the situation for the child in terms of his needs, wishes, and purposes if they are to find the real causes of the emotion. The child may appear to be rebellious, stubborn, or withdrawing when in reality he is trying to avoid loss of status, to build up a sense of belonging to his group, or to gain confidence in himself in the face of what appears to be a situation with which he cannot cope.

Shyness or timidity indicates a lack of security, a feel-

ing of not belonging to the group. Through sympathetic guidance the child's self-confidence may be built up. He must be helped in assuming small classroom responsibilities. He needs opportunities to do the things he does well and he needs much encouragement and praise until his self-confidence has been restored.

The demand for attention or the "show-off" type of behavior indicates an exaggerated desire to be noticed. There are many causes for the "show-off". Perhaps he is a spoiled child and accustomed to holding the center of the stage, or perhaps he is an unwanted and unnoticed child at home, or maybe he feels socially or economically inferior to the group. He may feel incapable of doing the work other children are doing and so he resorts to undesirable attention-getting behavior to be noticed. The teacher may help this kind of behavior by: seeming to ignore it, directing the child's "showing off" into desirable channels, encouraging him to help in class activities which emphasize his identity with the group, giving him responsibility in the classroom, finding what he does well in order that he may have opportunities to excel in acceptable ways, and commending him before the class for his successes which make him count for something with his group.

Lack of success is another cause for emotional disturbance. Every child must enjoy success. Teachers should avoid placing the child in a situation in which he may experience too frequent failure. She should organize the work so that every child is

given an opportunity to succeed in as many ways as possible. The activities must be set up to be a challenge to the child, but failure too often will create either a feeling of despair and hopelessness or a state of frustration.

Selfishness is usually a sign of immaturity. From the time of birth each normal child asserts his own interest and desires, and learns to protect his individual rights. If he is an only child he probably has not learned to share with others but still thinks only of himself by the time he is ready to start to school. This will present many problems for him at school while he is making his social adjustment, as he learns to share with others.

Over-protection is a serious handicap as evidenced by some children who are coddled and spoiled by their parents. These children have a distorted notion of life and the world. Their experiences are so limited that when they make contacts with the world they are shocked and thwarted. The result may be tantrums, fighting or bossiness; a different temperament may show moods of whining, sulking or withdrawing; another may plead illness or vomiting in an attempt to dominate the situation. "The social road of the spoiled, over-protected child at school is a difficult one, and most frequently, it is the parents rather than the child who need the treatment."[21]

Immaturity of the Junior Primary child is evidenced by

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21. Daniel A. Prescott, Emotional and the Educative Process. p. 133.

such infantile traits as thumbsucking, nail biting, restlessness, enuresia, baby talk, and nervous mannerisms. "Emotional growing up means being able to find happiness in independence, in taking responsibility, in making one's own decisions. It involves sacrificing certain babyish satisfactions of dependence and security."[22] Some children like to prolong this period of dependency because it is too satisfying for them to want to leave it. The teacher has a real opportunity to help the immature child outgrow some of his babyish habits which are standing in the way of the child's own healthy emotional adjustment. Opportunities need to be provided for the emotionally immature child to take responsibility and to use his ability in helping him grow-up and take his place in the group.

One of the necessary elements to good moral growth is emotional security, a sense of being loved and wanted, of companionship and sharing. With this urge satisfied the child has no need to compensate, no need for bitterness or revenge.

Unless a child feels secure, at least in his family group, emotional tensions will develop which will interfere with the way he reacts to the members of his group.

"Feelings of emotional insecurity may be compensated by fantasy. A strong sense of group membership may compensate for a lack of a feeling of membership at home."[23]

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22. National Committee for Mental Hygiene. Mental Hygiene in the Classroom. p. 38.

23. James B. Stroud, Psychology In Education. Child Development. p. 432.

Often a child overeats in compensation for lack of affection, insecurity, or lack of status in his work.

"Hattwick found that there is a high correlation between aggressiveness and feelings of insecurity, this being especially acute in children who come from homes where they feel rejected by their parents."[24]

Each child must feel his security with the teacher in the classroom so that he will not feel compelled to misbehave in order to get attention. The child must feel secure of his place in the play-group and in the work group. This is a most important factor in determining the way the child responds.

Sometimes expressions of anger are merely cover-ups for the basic cause. The child may seem to hate school when actually he may feel hostile toward the teacher or toward another child who may excel him. Often the hostile front is to conceal his fear of failure. He may express lack of confidence by giggling or shifting from one activity to another.

This is a discussion of a partial list of some of the emotional disturbances of the Junior Primary Child. There are many ways in which children may express their emotions. There are numerous mannerisms that children employ to cover up or conceal their emotions.

If the teacher is to understand the feelings underlying the child's behavior she must watch not only the child's behavior but she must also be aware of the symptoms of the behavior.

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24. Miriam E. Breckenridge; E. Lee Vincent, Child Development. p. 432.

CHAPTER V

UNDERSTANDING THE JUNIOR PRIMARY CHILD THROUGH THE HOME

"The interdependence of home, community, and school cannot be denied if the guidance needs of individual boys and girls are taken into consideration. Each of these institutions is a part of the other and their functions and facilities are interrelated. The community is made up of homes, schools, churches, neighborhoods, and many other similiar groupings. Every home has direct contact with these influences."[25]

Many people cooperate in rearing and educating children but the most responsibility rests with the parents. It is the parents who provide nearly all the contributing factors to child growth.

"No school can hope to understand any child until it knows the fundamentals at least of his background at home."[26] Some ragged under-fed looking children have the richest possible background of love and affectional security, the soundest discipline, and the happiest lives. Some tidy well-fed looking children are rejected and unloved in many ways that are vitally necessary to a child.

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25. Clifford E. Erickson, A Basic Text For Guidance Workers. p. 335.

26. Miriam E. Breckenridge, E. Lee Vincent, Child Development. p. 152.

The conditions of the home and the attitudes of the parents determine to great extent whether or not the children will meet the educational goals set up by the school. Nutrition drives in the school accomplish very little when meals at home break all health rules. The daily talks and morning inspection of children to see if they have clean handkerchiefs is of little avail if clean handkerchiefs are not provided by the home. "If education is to function in the lives of boys and girls, parents and teachers must be co-partners in the process. They have much to give each other."[27]

The areas in which teachers need acquaintance with past experience and development of children according to Erickson,[28] include the following:

I. Home Life and Conditions.

Are the parents consistent concerning incidents that affect the child?

Is the home stable or broken?

Do the parents teach by their own example?

Do children visit freely at this home?

Do the members of the family respect the rights of all the other members?

Is there an atmosphere of security in the home?

Is democracy respected and practiced in this home?

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27. Kate V. Wofford, Teaching In Small Schools. p.369.

28. Clifford E. Erickson, A Basic Text For Guidance Workers. p. 336.

2. Health:

Has pupil had physical examination?

Has he been immunized for common diseases?

Is his diet adequate?

Are principles of safety practiced in the home, school, and community?

3. Housing and clothing:

Is the pupil correctly dressed from a physical and social point of view?

Is the home standard or better for the neighborhood?

Is the house adequate in size?

Is there play space available around the house?

4. Religion:

Does the pupil attend Sunday School or similiar activities?

Do the parents?

Are religious activities provided in the home?

5. Social adjustment:

Is there a normal relationship between the pupil and his parents?

Is there a wholesome balance in the work and play of the pupil?

Do pupils and parents participate in work and play activities together?

Do parents see themselves more objectively with the help of the teacher?

6. Induction into the culture of the community:

Do the parents share the knowledge, daily experience, and richness in development of the pupil with the teacher?

Does the pupil show the development of fundamental needs that indicate awakened interest in home, school, and community?

Does the pupil join in the common activities of the community?

Without knowledge about the pupil in these areas, it is impossible for the teacher to give proper guidance in the child's development.

Torgerson[29] gives the following aspects of home life that effect the normal development of the child:

I. Parental relations. Wholesome parental relationships characterize the home in which harmony is the keynote. When love and sympathetic understanding prevail among members of the family, the home exerts a stable influence which promotes happiness and normal adjustments. The broken home, caused by divorce or desertion breeds insecurity and unhappiness. Death of a parent, absence of both parents because of work, and the presence of relatives living in the home are sources of faulty child training.

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29. Theodore L. Torgerson, Studying Children. p: 129.

2. Parent-child relationships. Wholesome parent-child relationships are essential to the happiness and security of the child and to the development of a desirable personality. The love or affection of the parent may range from over-protection and over-indulgence to one of rejection, severe punishment and complete domination. In a wholesome environment in which a constructive program of child training prevails, the parents are sympathetic, understanding, and consistent in their approach to child training. They promote a positive program of discipline which does not culminate in punishment, but in correction leading to self-direction. A daily routine of duties and responsibilities is recognized as an important part of the child's training.

3. Child-to-child relationships. An unwholesome child-to-child relationship is likely to be the result of faulty parent training. If favoritism is shown, or if unfavorable comparison of one child with another is made, this is reflected in the child-to-child relationship and inferiority, resentment, problem behavior, or unhappiness develops within the child.

4. Socio-economic status. Another important factor in the development of the child is the social and economic background of the home. This may range from over-indulgence and over-protection by the wealthy parents to neglect and rejection by parents in the low income brackets. It is essential to

the child's normal physical growth that he have the minimum standards of housing, food, and clothing. Conditions that are below standard impair his health, security, and general well-being.

There are two pertinent ways of gaining this essential information concerning the home and family. The most reliable one is for the teacher to visit the parents in their home. The other less valuable but generally effective one is to have the parents come to the school for conferences.

In visiting the home with the objective of studying family influences on children's development, the teacher should visit with the parents early in the year on a friendly basis. She should visit, preferably, at the parents' or child's invitation. While there the teacher should observe parents and children together, watching the child's dependence upon his parents, and his emotional attachments. She should observe the parents attitude toward the child and the way the child responds. The teacher observes whether the child seems afraid of the parents, antagonistic, rude, indifferent, inconsiderate, and over dependent, or whether he seems to be affectionate, frank, and happy in the relationship. The teacher should make an effort to build up friendliness, to show appreciation of the good qualities of the parents, to make them feel successful and happy in the things they are doing, and to help them find answers to their own problems. Last, but not least it is the duty of the teacher

to keep information gained through the home visit strictly confidential.[30]

Parent-teacher conferences provide a rich source for gaining insight into the behavior of children. In order to help the child develop a well-balanced personality, the home and school must cooperate in working out a suitable program of activities and experiences. Individual parent-teacher conferences are one of the most satisfactory means of making this cooperative planning possible.

"Counseling techniques vary from conference to conference, because each parent is unique in his personality and his problems."[31]

In these conferences the teacher and the parent are thoroughly familiar with the child under discussion and both are interested in his welfare. "The parent has a cumulative picture gathered over a period of years. The teacher has a cumulative picture gathered over a period of weeks or months."[32] The parent's contacts cover a longer period, therefore, her knowledge is of greater significance than the teacher's information. She can give basic information in the first conference and is the most valuable contributor in the succeeding conferences.

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30. Ruth Strang and Latham Hatcher. Child Development and Guidance in Rural Schools. p. 27.

31. Katherine E. D'Evelyn, Individual Parent-Teacher Conferences. p. I.

32. Gertrude Driscoll, How to Study the Behavior of Children. p. 22.

The teacher must gain the complete confidence of the parent. The parent must feel aware that the teacher is sincerely trying to help his child. Unless this rapport between the teacher and the parent is established, the parent may put protective coloring on her information. She may describe the ideal child she wants in the hope of giving the child a better chance of securing the teacher's approval. Then too, the child's response at home where he is sure of acceptance may be quite different from his response at school where he may feel restrained. "It is well to bear in mind, also that the child's emotional life as displayed at school may differ in many respects from his emotional manisfestations at home. Many children who feel free to cry, to whine, to explode with anger at home would be very much ashamed to show similar behavior when they are in school or out in company."[33] So it is that the parents and teachers may have quite different impressions of the same child and may differ in their interpretations of his behavior. This sometimes makes for lack of understanding and lack of sympathy in the relations between parents and teachers.

The opportunities growing out of a parent-teacher conference depend upon the ability of the teacher to gain the complete confidence and cooperation of the mother.

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33. Arthur T. Jersild, Child Development and the Curriculum. p. 140.

There are certain barriers between parents and teachers which sometimes inhibit mutual understanding of these two people who are vitally interested in the child. Often the teacher and the parent live in different cultural environments, therefore, the goals that they set for the child are different. Frequently, a barrier is present because the social, intellectual,and emotional worlds in which they live may be different. The parent and the teacher must see each other as two individuals, with similar needs, working through their particular jobs to come to a mutual understanding.[34]

The teacher, as an educator, takes the lead in getting the conference off to a good start. The information which each has to give is important.

"The foundation of parent-teacher cooperation lies in the mutual sharing of information, in thinking through together the behavior desired for a particular child, and in working out together methods that may be used at home and at school to obtain the desired results."[35]

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34. Gertrude Driscoll, How To Study The Bahavior Of Children. p. 23.

35. Ibid. p. 24.

CHAPTER VI

THE ROLE OF THE TEACHER

"The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively, but in a critical measure, upon the quality of their education. The quality of their education depends, more than upon any other single factor, upon the quality of their teachers."[36]

The Junior Primary teacher should be a person with special qualities and preparation who looks upon teaching as an opportunity to aid in the growth and development of children. She must promote democratic practices as she studies each child. The relationship between the teacher and the child is one of mutual respect and understanding. The teacher is alert to the needs of the children and concerned about their problems. She studies the children so that she will understand them better and will be better able to help them.

The teacher must keep in mind that the modern school is child-centered with its major objective being normal adjustment, a wholesome personality, and best possible development for every child. "Pupil growth and development are recognized as an inte-

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36. Commission on Teacher Education, American Council on Education. Teachers For Our Times. p. 2.

gration of the child's physical, emotional, social, and intellectual life. The result of this integration is happiness, adjustment, personality development, and mental health."[37]

The teacher's responsibility is to discover, correct, and prevent pupil maladjustments by providing school experiences which promote success and a wholesome personality. The progressive teacher is aware of pupil problems. She studies her children with an understanding of the causes for child behavior.

Teachers in the child-centered school have a sympathetic understanding of children. Individual differences are provided for and individual needs are met through the activities the children experience. The teachers base these activities upon the child's interests, capacities, aptitudes, readiness, and achievement. It is through meeting these needs of the child that physical, social, and emotional development is promoted.[38]

The program of the Junior Primary must be flexible and functional in order to meet the emotional needs of the child. Happiness, security adjustment, and personality adjustment are the most important goals in the Junior Primary classes.

The objectives of modern education reflect an understanding of children and their problems. The school accepts

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37. Theodore L. Torgerson, Studying Children. p.23.

38. Ibid. p. 24.

as much responsibility as possible for the prevention and correction of behavior maladjustments.[39]

The important thing for teachers to observe in children is their differences. Some children are courteous, obedient, interested, cooperative, industrious, happy, and successful in their school work. These are the behavior traits of normally adjusted children. Other children are indolent, sullen, impudent, disobedient, uninterested, and unhappy. These children are the failures, truants, and delinquents. These are behavior traits of children who are maladjusted socially, emotionally, and educationally.[40]

Teachers are vitally concerned with the reasons for abnormal behavior. They no longer feel that the maladjusted child is a bad child. They understand more and more that abnormal behavior traits are the results of unfortunate influences in the home, community, and school.

"Problem behavior is always a surface indication of an underlying problem."[41]

It often follows that when the curriculum is too difficult for children to experience success, they respond by being uninterested, inattentive, lazy, or mischievous. They may develop a sense of inferiority or a feeling of insecurity. They

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39. Ibid. p. 25.

40. Ibid. p. 26.

41. Ibid. p. 28.

often become unsocial and frustrated. When the curriculum is adjusted to the ability of the child, success, confidence, adjustment, and happiness are restored. Much of this adjustment depends upon the interest and keen observation of the teacher.

The teacher is a major factor in the school of early childhood. The physical environment may be all that could be desired, but unless the teacher has the right personality and professional equipment, the situation remains a failure.[42]

"In each phase of child development there is a maturity in emotional growth just as there is in the physical. It is the responsibility of the teacher to study the emotional responses of children and to deal intelligently with them."[43]

The school is important in the life of the child, not only as an educating force but also as a great influence in developing his personality so that he will get along in the world happily. In order to help the child make adjustments to school, the teacher needs to be aware of the emotional problems of the Junior Primary child.

"No one has so good an opportunity as the teacher to observe a child's social assets and personality faults. Knowing these she can help him strengthen his good points and

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42. Edith M. Leonard, Lillian E. Miles, and Catherine Vanderkar, The Child at Home and School. p. 370.

43. Kate V. Wofford, Teaching in Small Schools. p.24.

modify behavior that is causing him to make a poor impression or alienating him from the social contacts he most wants and needs."[44]

The teacher needs to be alert to the following emotional reactions: babyish habits of the immature child, shyness of the timid child, demand for attention of the "show-off", feeling of insecurity by some, selfishness and stubborness of others, need for success in many, and fears that are characteristic of this age. Extreme suspicion, resentment, unhappiness, discouragement, cruelty, and bullying other children are serious symptoms of some children of this age. It is important to discover the reason for emotional responses and to learn the meaning this behavior has for the child.

Teachers who have the guidance point of view are always asking "Why?" They are constantly trying to understand why children behave as they do. They realize that behavior is purposeful and that there is a reason for laziness, rudeness, stealing, lying, fighting, temper tantrums, and unsocial behavior. They are not always able to tell why the child was showing off or disturbing the class and otherwise annoying the teacher and the pupils. If they realize that the child is not "just stubborn," "just mean," "just lazy," they are able to accept the child as a person who in spite of his faults is likable, and possesses some good qualities on which to build.[45]

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44. Ruth Strang and Latham Hatcher, Child Development and Guidance in Rural Schools. p. 29.

45. Ibid. p. 29.

When one begins to enumerate the characteristics of a good teacher, it appears that no desirable human quality can be omitted. The investigator found interesting the list submitted by Witty[46] through a survey from twelve thousand children. The teacher traits mentioned most often by the pupils and some of their remarks were as follows:

Cooperative, democratic attitude.

> Said a young child: "The class is just like one big happy family. I am not afraid of school any more."

Kindliness, consideration and patience for the individual.

> "She is so kind," said a youngster, "she makes a fellow want to get up early and go to school and not play sick."

Wide variety of interest.

> One child described his teacher as using other books than textbooks, and taking us on trips. Another: "She is a good teacher, a rounded individual with many facets to her personality."

General appearance and pleasing manner.

> "She is kind and courteous and she smiles so much that I want to please her." "She is always dressed neatly and attractively."

Fairness and impartiality.

> One child wrote: "She treats us all the same. She likes

46. Paul H. Witty, "The Teacher Who Has Helped Me Most." National Education Association Journal. May, 1947. p. 386.

everyone of us. You can tell it, not by what she says, but by what she does."

Sense of humor.

"We work hard but we have fun, too. The teacher makes everyone laugh sometime during the day. She encourages us to laugh with each other, never at each other."

Good disposition and consistent behavior.

Among observations were these: "She is always the same. She has a smiling face, a kind manner and a pleasing voice!

Interest in pupil's problems.

An eight-year-old boy: "It was not easy for me at school. I was slow and sometimes tried to attract attention but my teacher was kind and patient with me. She explained over and over again why we do this or that."

A nine-year-old, whose tendency to stutter had been a source of embarrassment wrote: "I shall never forget her because she has helped me over a period of self-consciousness, and my improvement is due to her making me feel at ease."

Flexibility.

Said one child, "She uses different ways to teach you to read. When she found she was wrong, she said so, and tried something else."

Use of recognition and praise.

"She made me know I could do the work. You just want to do your best for her, because she is so good to all of us."

Unusual proficiency in teaching a particular subject.

One young girl wrote: "My teacher didn't teach me to read. It was just like magic. Suddenly I could read out of my reader. She taught me to read and I didn't know it."

The above reactions show the significance of the mental hygiene approach in the classroom.

These boys and girls appear to be grateful to the school for the security, individual success, shared experiences, and opportunities for personal and social adjustments. These are the very factors that promote good learning.[47]

The teacher of little children is entrusted with very precious building material. She builds the thought and the lives whose ideals will set the pace for our nation tomorrow.[48] It is her responsibility then to guide them toward intelligent self-direction, a broadened emotional capacity, constructive use of the imagination, and eagerness to understand and to investigate. These goals are more important to her than cramming the children with knowledge.

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47. Ibid. p. 386.

48. Edith M. Leonard, Lillian E. Miles, and Catherine S. Vanderkar, The Child at Home and School. p. 371.

The teacher plays an important part in the life of every child during the first few years of his school years. A child of this age responds quickly to kindliness and all efforts on the part of the teacher are received with a whole-hearted response by the children. When he first enters school, he regards the teacher as a substitute parent and aims to please her. Self-confidence flourishes with teacher approval, lack of success in securing the teacher's approval creates lack of confidence. As little children live in the present, a day when approval is lacking is a gray day.[49]

The following "Ten Commandments For Teachers" have been issued by the Bureau of Education of the United States Department of the Interior[50]:

I. Thou shalt have other interests besides thy classroom.

2. Thou shalt not make of thy children little images, for they are a live little bunch, visiting the wriggling of their captivity upon you, their teacher, unto the last weary moment of the day; and showing interest and cooperation unto those who can give them reasonable freedom in working.

3. Thou shalt not scream the names of thy children in irritation, for they will not hold thee in respect if thou screamest their names in vain.

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49. Gertrude Driscoll. How To Study The Behavior Of Children. p. 60.

50. Edith M. Leonard, Lillian E. Miles, and Catherine S. Vanderkar, The Child at Home and School. p. 373.

4. Remember the last day of the week, to keep it happy.

5. Humor the feelings of thy children that their good will may speak well for thee in the little domain over which thou rulest.

6. Thou shalt not kill one breath of stirring endeavor in the heart of a little child.

7. Thou shalt not suffer any unkindness of speech or action to enter the door of thy room.

8. Thou shalt not steal for the drudgery of many"papers" the precious hours that should be given to recreation, that thy strength and happiness may appear unto all that come within thy presence.

9. Thou shalt not bear witness to too many "schemes of work" for much scattered effort is a weariness to the soul and a stumbling block to weary fingers.

10. Thou shalt laugh when it rains and wee, woolly ones muddy the floor, when it blows and doors bang, when little angels conceal their wings and wiggle, when Tommy spills ink and visitors appear at the precise moment when all small heads have forgotten everything you thought they knew. And again, I say unto you, laugh, for upon these commandments hang all the law and profits in thy schoolroom.

CHAPTER VII

CLASSROOM ACTIVITIES THAT AID IN CHILD ADJUSTMENT

"The importance of training in the expression of emotions and of individuality through creative activity is receiving much attention in the mental hygiene field."[51]

Activity programs in the Junior Primary classes tend to train the hands, eyes, and ears in arts and crafts, music and dancing. These activities are considered helpful not only as leads to good leisure time activities but they also play an important part in meeting the emotional needs of the child.

Every classroom in the Junior Primary should serve as a workshop that provides opportunities for the child to experience activities that are meaningful to him. As the child participates in these activities he is making certain desirable social and emotional adjustments. He is learning to cooperate with others, to exercise self-control, to share materials, to respect the rights and properties of others, and to assume responsibility. Most important of all, he is learning to live with others. This achievement will enable the child to adjust himself to his present and future environment.

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51. Marion E. Breckenridge and E. Lee Vincent, Child Development. p. 367.

The activity period of the Junior Primary consists of the planning period, the work period, and the conference period.[52]

During the planning period children discuss with the teacher the activities in which they wish to participate. Plans are made and responsibilities are accepted. The teacher guides throughout the planning, advising and encouraging. She should be aware of the need to include all children in the plans commensurate with their capacities, potentialities, and interests.

The time in which the individual and group activities are carried on is the work period. The children feel free to move about the room working according to their particular interests. They may work alone or they may work cooperatively on a problem. The teacher moves about from one group to another giving suggestions and help when needed.

Informal conferences culminate the work period. At this time the children gather around the teacher on a rug or in their chairs to evaluate the work they have done. Children discuss their activities, exhibit their creative work, and report on their findings. The conference period is valuable in that it keeps children informed of the work being done. It offers opportunities for constructive criticisms, helpful suggestions, and evaluations of the activities of the group.

The following pages include a discussion and review of the functional activities of the Junior Primary of Tampa.

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52. Hillsborough County Board of Public Instruction. Guiding Child Development In The Junior Primary. p. 37.

The planning is a necessary part of the activity period. The group plans the activities cooperatively. Children discuss their problems and share their experiences with each other. They report the progress on the work individually and as a group, offering helpful suggestions to each other.

This type of planning and working together makes for happy, effective group living.

Creative drawing is an important phase of the art program. It plays a major role in every day life as an emotional release. There is no set plan for teaching art. Each child creates according to his own interests. The Junior Primary is not concerned with a finished product but with self-expression and individual growth. The atmosphere of the classroom needs to be a happy one with challenging, stimulating materials.[53]

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53. Cincinnatti Public Schools. The Primary Manual. p. 538.

Children enjoy working with clay. It is a means of happy creative expression. It fascinates children and they seldom tire of it. Their enthusiasm grows with experience. Through the medium of clay children learn the forms of objects through rolling, patting, and pounding. At first their efforts appear of little value, but gradually the results begin to have definite form and many interesting things are created in this activity.

Rhythmic activities are designed to give children free bodily response to music. Physical activity is the natural outlet for expressing the feeling of rhythm. Little children react spontaneously to the rhythmic beat of music by physical movement such as swaying and tapping. Rhythmic development in the Junior Primary may be developed through singing and through free bodily movement guided by music.[54]

54. Ibid. p. 513.

Blocks tend to broaden children's interests. Children build houses, boats, or trains depending upon their activity interests. Blocks lend definite direction to constructive tendencies since they offer many opportunities for social adjustment and physical activity.

Rhythm bands provide worthwhile and pleasurable experiences for children. They seem to help children to develop concentration, ability to "follow the leader," feeling for musical phrases and accents, and recognition of rhythm patterns.[55]

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55. Martha K. Alexander, The Junior Primary in Hillsborough County. 1948.

Dramatization seems to be essentially a creative activity. It grows out of the dramatic play of children and their interpretation of stories. Little Black Sambo is a real favorite with children. Dramatization adds to the interest and pleasure of reading. The costumes are original with the children. The dialogue comes from their familiarity with the story.[56]

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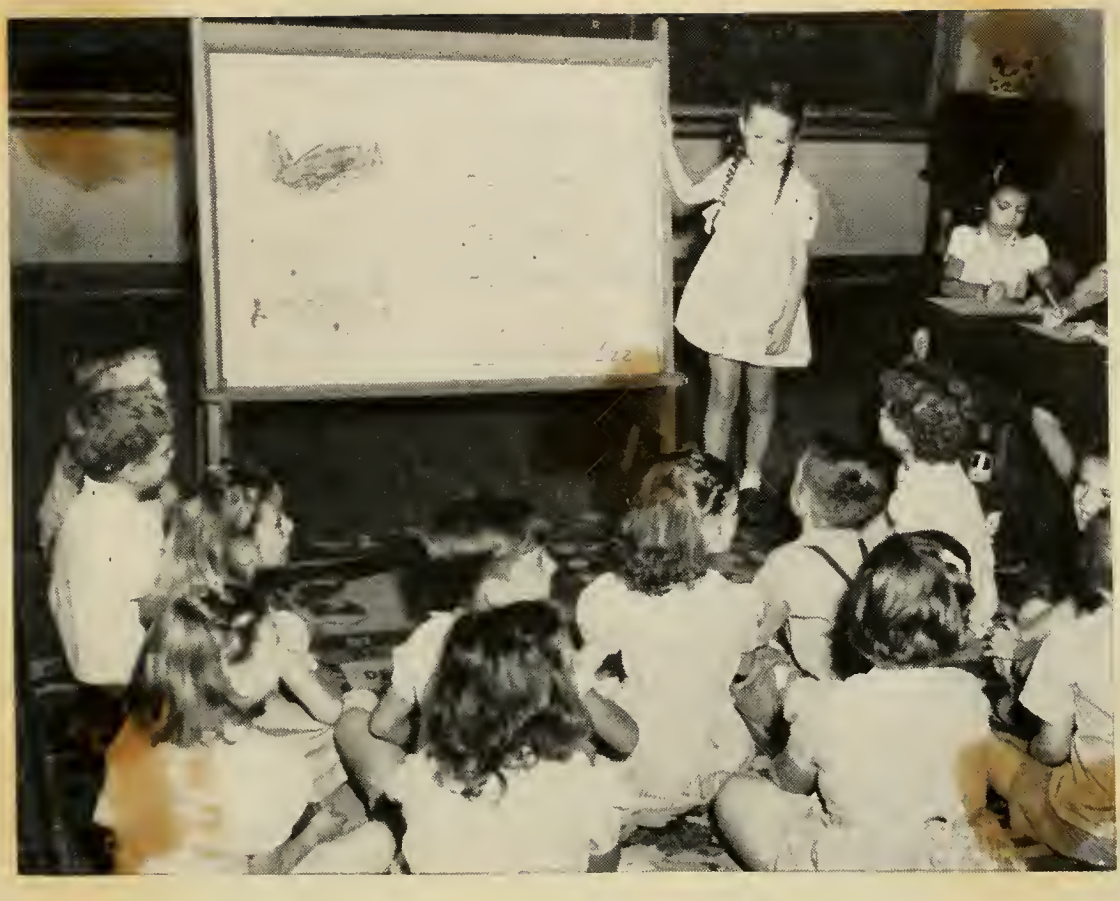
56. Mildred S. Kiefer, "The Contribution Of Dramatization To The Language Arts Program." A monograph On Language Arts. No. 36. 1944. p. 4.



Reading charts are developed cooperatively by the children. Creative drawings are used to illustrate the original stories. The experiences and interests of the children are expressed in the stories. These reading charts develop a functional and meaningful type of reading.

Finger painting is perhaps the best means of creative expression. If you want to know what is going on in the mind of a child you have only to win his confidence and give him freedom to express what he feels through his body, his voice, his hands.[57]

The rhythmic patterns made by the sweeping movements of the large muscles make it possible for the children to achieve satisfactory results. It is a form of relaxation for children as well as an educational experience.

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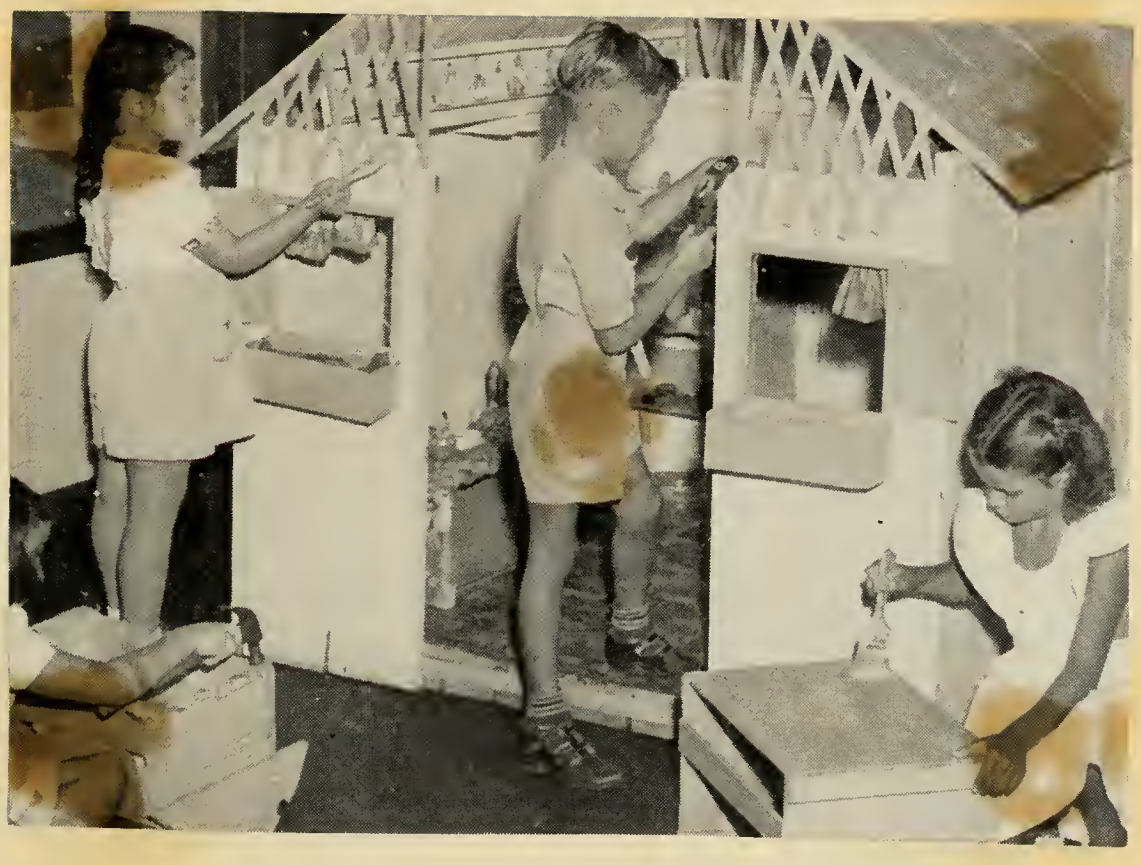
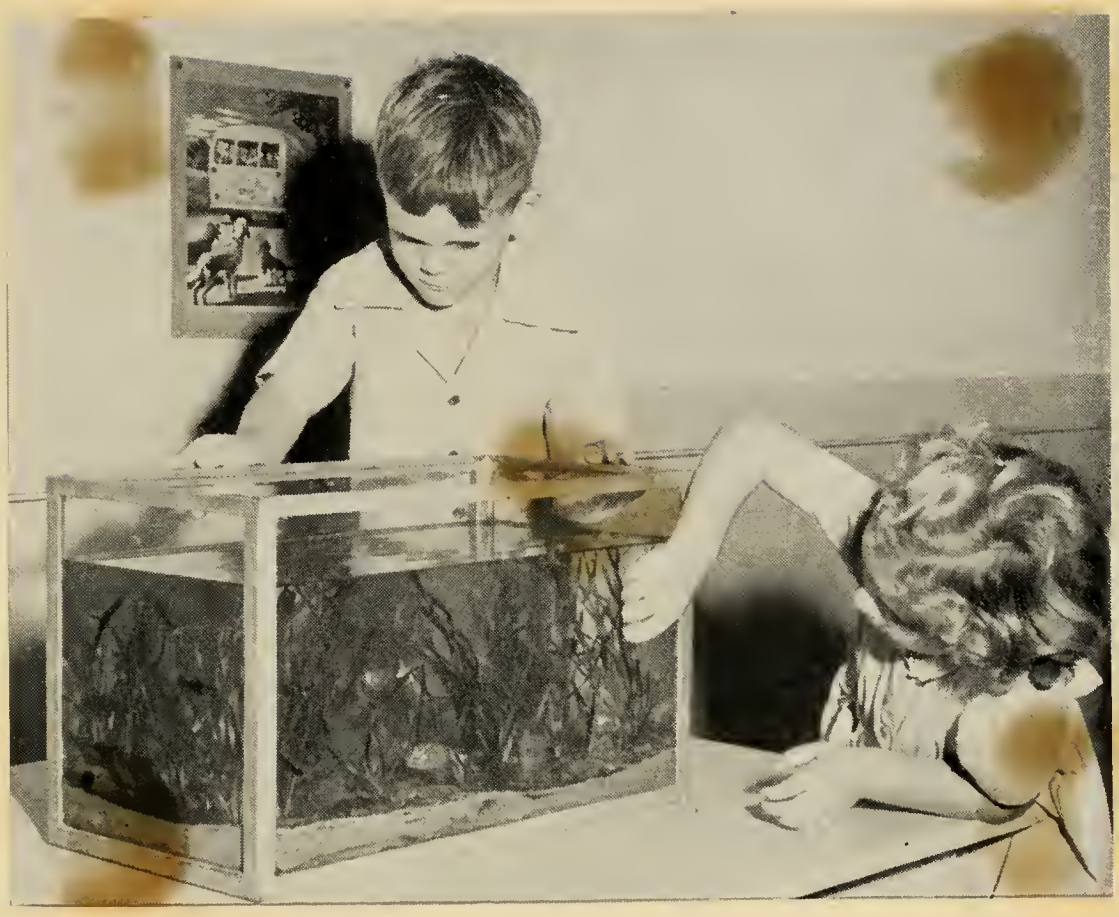
57. Ruth Faison Shaw, Finger Painting. p. 27.



Building, furnishing, and enjoying a play-house provides many opportunities for social development as the children learn to work and play together. These construction activities meet the needs and interests of many children in the Junior Primary.



Through science children are helped to understand and recognize significant facts and to use them intelligently. Understandings of some of the important scientific generalizations help children to adjust themselves to their environment. The scope of the science curriculum should be based upon the personal and social needs of individuals and groups.[58]

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58. Cincinnatti Public Schools. The Primary Manual. p. 392.

Construction work for the Junior Primary provides opportunities for the development of such values as self-discovery, appreciation, self-reliance, persistence, and enthusiasm. There are many types of construction and hand work that may be made a vital part of the child's school experience. With saws, hammers, nails, and plenty of materials the children are stimulated to do creative work.[59]

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59. Martha King Alexander. The Junior Primary In Hillsborough County. 1948.

A garden provides many wholesome and interesting experiences for children. In working together there are many opportunities for group planning, cooperation, appreciation, and understanding of the work of others.[60]

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60. Ibid.

The field trip is an important part of the Junior Primary. It is through visits to the dairy, the grocery store, the fire station, or the bakery that children's concepts are broadened and understandings of the things they read about become more meaningful to them. A trip on a train or a visit to a boat will give the child experiences which make him appreciative of his environment.

The activity program of the Junior Primary provides a way of living with others that helps to develop each individual personality. It helps to promote the social group process. It creates understandings of friendliness, tolerance, and security within the individual.

"Each child must live in a school in which there are emotionally stable adults."[61] He needs calm, consistent friendly treatment. He must be free from fears. He must feel wanted. He must receive recognition for his contribution to the group.

"Each child must live in an environment where he can learn how to express himself freely in many and varied media."[62]

Expression is the only means by which a child can know who he really is or what kind of a personality he is developing. Thus every child must have the opportunity for rhythmic and dramatic play, for making things with all available materials suitable to his age, and for working with others on group activities in which he makes a creative contribution.

"To live well children need freedom to explore a rich and varied environment in which they can have many different

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61. L. Thomas Hopkins, "The Arts and Children's Living." American Childhood Education, Bulletin. p.6.

62. Ibid. p. 7.

kinds of experiences."[63] It is necessary that the child have freedom to select, manage, control, direct, and evaluate his own choices. This is the very essence of intelligence. Many kinds of experiences give children wide contact with the environment in which they live.

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63. Ibid. p. 8.

CHAPTER VIII

THE CHALLENGE

"The challenge in education today is to know what living is best for children - living that is fit to be built into mind and character."[64] The problem of the teacher is to help the children live, what is fit to be learned and to help them live this so understandingly that it will be learned intelligently and lastingly. The words of Harry Emerson Fosdick are pertinent and timely, "What is more wonderful than a child taking charge of his own mind."[65]

RESPONSIBILITY OF THE TEACHER

The teacher should be a strategic factor in the development of the child and the curriculum. The contribution of the individual teacher varies in proportion as he understands how children grow and develop, and as he is alert to teaching opportunities and social demands.[66]

The teacher should be the guiding influence over the

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64. William H. Kilpatrick, "The Education We Need." Childhood Education. September, 1946. p. 5.

65. Ibid. p. 13.

66. Educational Policies Commission. Education For All American Children. p. 121.

experiences of the children. It is the teacher who is close to the children. It is he who knows their interests and needs in relation to the needs of society.

Teachers should understand the child and they should know how learning takes place. Good teaching should respect the natural development of children and promote more responsible living by more socially adjusted personalities.

Teachers should be alert to opportunities for meeting the individual needs and social demands of the children. These opportunities include those which enable the child to meet his individual problems, and those experiences which help the child assume responsibilities in group living.

The modern teacher should plan a wide range of instruction to meet the various levels of ability. She should expand the activities of the program so that each child enjoys happy and successful experiences.

RESPONSIBILITY OF THE SCHOOL.

"A modern elementary school is one in which the purpose of all activities is the promotion of optimum child growth, not merely the accumulation of certain well-defined bodies of subject matter. The curriculum includes all those desirable pupil experiences that will contribute to the development of a well-rounded personality."[67]

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67. Floyd B. Peters, "Distinctive Characteristics of a Modern Elementary School." The National Elementary Principal. June, 1948. p. 44.

In order to achieve the purpose of the progressive school, use should be made of all the current devices for knowing the child. The starting point for instruction should be the child's present achievement level, his interests, mental ability, and emotional development.

Materials and methods of instruction should be adjusted to fit the child's needs, his present purposes, his achievement level, and his rate of learning.

In a progressive, effective elementary school purposeful-pupil activity should dominate all procedures of teaching. Pupils and teachers may plan together the knowledges, attitudes, appreciations, understandings, habits, and skills that are necessary to realize their objectives. In this way motivation becomes self-imposed rather than promoted through external devices such as marks, promotions, fear of failure, honor rolls, and stars.[68]

The modern activity school should be aware that the child is living in a changing society. Situations need to be created for the child to practice desirable social living. Experiences growing out of the classroom relationship should be used to develop satisfactory attitudes of cooperation and group living.

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68. Ibid. p. 45.

> "Schools dare not evade the responsibility of providing that type of school environment which prevents maladjustment and promotes optimum learning and adjustment. The school is for the child, and any form of organization, administrative practice, or instructional procedure that is too inflexible to meet the needs of every individual, creates an unwholesome condition which soon becomes the source of conflicts, frustrations, and problem behavior."[69]

An educational program geared to children's development should, of course, be aware of their emotional welfare. This would imply not only an effort to understand the child, but also a vital concern about the curriculum and all aspects of the intellectual and social life of the school upon the child. The school will be as much concerned about the happiness of the pupil as about the intellectual achievements.[70]

RESPONSIBILITY OF THE PEOPLE.

"Eighteen million children are in elementary schools throughout the nation. The education of these children in the most formative years of their lives challenges educational administration. The needs of elementary schools shout for understanding and attention."[71]

The public schools, from their very origin, are the responsibility of the people. It is by their efforts and

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69. Theodore L. Torgerson, Studying Children. p. 214.

70. Arthur T. Jersild, Child Development and the Curriculum. p. 141.

71. Educational Policies Commission, Education For All American Children. National Education Association. p. 188.

interests down through the years that the schools have progressed to their present status. The standards of the schools are controlled by what the people want and to the extent that they are willing to support them.

The American public is becoming more and more aware of the need for educating its children and along with this awareness comes a renewed interest in the public schools.

Along with this interest for the need of education will come an alertness for the vital need for improvement of the schools. The citizens, generally speaking, must have understanding concerning these needs if the school is to offer opportunities for the optimum growth of each child. The parents must feel that the schools really belong to them, and that the schools have a vital place in the community. They must know that the whole task of adjusting the school to individual differences is a matter of deep concern and that to accomplish this there is great need for smaller class loads.

The people must come to the realization that the changing educational curriculum makes many of the present school plants entirely inadequate to house the diversified and stimulating educational program needed by the children of today.

The public must finally realize that the type of teachers employed determine to a large extent the type of program that will be carried on in the schools. The people

must know that there is a need for teachers who are alert to their responsibilities to the individual pupils, and who study and understand the children with whom they are working so as to adapt instruction to meet the individual needs.

It is important for the citizens to understand that if qualified and well-trained personnel is to be retained in the schools, teachers must have security. High morale among teachers is attained through assurance of their positions by tenure or continuing contracts, adequate salaries commensurate with their training and experience, and provision for old age by an adequate retirement system.

"Society must demand that only persons of superior character, excellent native endowment, and broad training become teachers for the children who will later be adult citizens of the United States of America."[72]

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72. Ibid. p. 161.

CHAPTER IX

SUMMARY AND CONCLUSIONS

Children must be socially and emotionally secure to learn successfully in the Junior Primary.

The basic emotional needs of the child that are recognized and provided for in the school include: a need for a feeling of security, a need for a feeling of belonging to the group, and a need for a feeling of accomplishment and success.

The pupil-teacher relationship should be one of friendliness and cooperation. The teacher should have a sympathetic, helpful attitude toward the child and freedom from fear and repression should be characteristic of the classroom. Less emotional tension resulting from unsuccessful attempts of the child exists in the Junior Primary classroom. The child is cognizant of the teacher's praise, encouragement, and stimulation rather than criticism, sarcasm, blame, scolding, or nagging.

Leadership and guidance, not authority, should be the practice employed by the teacher.

Some authorities on the subject of emotional development are forsaking the idea that problem behavior is usually caused by bad heredity and mental deficiency. Instead, they account for maladjustment as being caused by excessive deprivation, frustration, or insecurity which prevents the child

from developing into a well adjusted personality.

There is some possibility for better emotional adjustment by re-education. This may be brought about through re-conditioning the child, by adjusting the environment of the child, and by enriching the child's experiences.

All children should have opportunities in school to develop and adjust emotionally. This can be accomplished only as the children are free from a narrow and unimaginative traditional type of routine. The activities provided through play, music, and creative arts are opening up new outlets for meeting these emotional needs.

A successful program for developing emotional needs depends upon the democratic activity type of teaching. There should be no discouragement of individual effort because of the failures of some children in specific situations. When such failures do occur, different activities should be set up to stimulate further efforts of the children toward desired outcomes.

This is the challenge of education today. Children will learn what they live and live what they learn. The primary aim of teacher and parent is then to help children learn to live well, to help them to live the kind of life fit to be built into mind and character, so that they may take their places in society as happy well adjusted individuals.

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